

# SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

## Taylor Mill Elementary School

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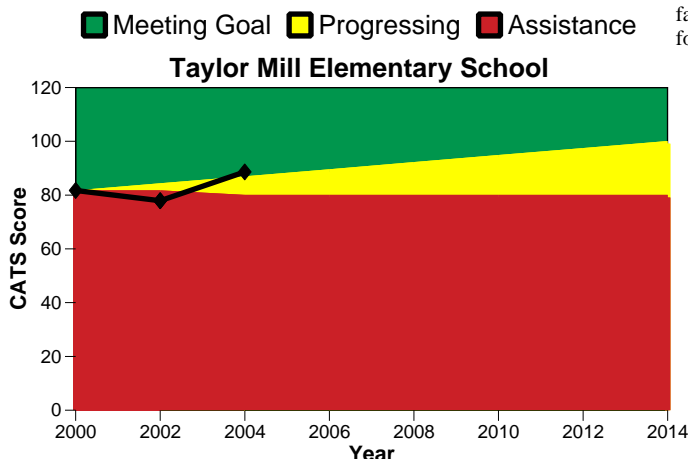


### Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

### The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	80.8		81.7
2002	83.4	79.1	77.9
2004	86	79.1	88.6
2006	88.6	79.1	
2008	91.3	79.1	
2010	93.9	79.1	
2012	96.5	79.1	
2014	99.1	79.1	
Standard Error: .9			

### About Our School

Taylor Mill Elementary is a rural/suburban school serving students in preschool through the fifth grade who reside in the cities of Taylor Mill and the southern tip of Covington. Our school is accredited with the Southern Association of Schools and Colleges (SACS). State assessment results from the 2002-04 Accountability Cycle indicate that Taylor Mill Elementary has been designated as a Meets Goal school, having exceeded our established goal point as well as the novice reduction requirement. All targets were met for the federal NCLB (No Child Left Behind) accountability. Students demonstrating special academic talents are challenged within the classroom setting through a variety of activities including cluster grouping, tiered assignments and supplemental programs. Leadership skills are nurtured through special focus groups including the Student Council, Student Technology Leadership Program and Building Youth Leadership Team. The needs of our special education students, as specified with their IEP goals, are met through full-inclusion in the regular classroom environment to the greatest extent possible. A school counselor provides a variety of services, including developmental classroom guidance lessons, small group or individual counseling for specific concerns, and consultation services for adults. The school psychologist is available on a part-time basis for consultation, referral or special assessment as needed.

### How Our School Ensures Educational Equity

At Taylor Mill Elementary, we use the Kentucky Association of School Councils (KASC) process to review the test scores and compare results for equity across gender and socio-economic levels. Based on this information, teachers structure classroom learning and activities to enhance and ensure student achievement for all. Assessment data is used to determine student mastery of core content and academic expectations, and instructional and curricular decisions are made based on the findings. Through our Comprehensive School Improvement Plan, strategies and activities focus on cultural diversity through the arts and humanities curriculum and on ethnicity, culture, and historical periods through the social studies curriculum. All student populations are provided with multiple opportunities to master core content and meet academic expectations. Textbooks and supplementary materials that include the contributions of diverse groups are incorporated into classroom instruction throughout the school year. The faculty and staff at Taylor Mill realize the importance of teaching to different learning styles as reflected in their lesson planning. We continue to promote a school environment that nurtures cultural diversity. Our school also enjoys the support of a very active PTA, which provides students with a variety of special activities and instructional support.

**School Enrollment (end of year membership 2003-2004): 570**

## How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

### Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading 4th	5%	7%	11%	12%	18%	22%	83%	74%	67%
Science 4th	1%	4%	7%	29%	35%	38%	70%	61%	55%
Writing 4th	2%	5%	9%	60%	54%	52%	38%	41%	39%
Mathematics 5th	9%	15%	23%	18%	27%	29%	73%	57%	48%
Social Studies 5th	6%	13%	21%	23%	21%	24%	71%	66%	56%
Arts & Humanities 5th	14%	19%	27%	47%	52%	51%	39%	29%	22%
PL/VS 5th	7%	10%	15%	23%	24%	27%	69%	65%	58%

Academic Index		
School	District	State
99.7	93.2	86.8
96.9	91.8	87.5
74.5	75.4	72.3
96.8	85.6	77.1
95.5	89.5	81.8
74.2	65.6	58.3
97	89.7	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

### National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	65%ile	68%ile	64%ile	50%ile
EOP Language Arts	60%ile	66%ile	62%ile	50%ile
EOP Mathematics	70%ile	70%ile	66%ile	50%ile

### Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	96.6%	0%
District	95.4%	3.1%
State	94.3%	3.4%

### State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

As elementary students have few opportunities to compete at the state level, we encourage our students to participate in a variety of local contests as individuals or members of a team. Some of the contests include Governor's Cup, Academic Challenge, Quick Recall Events, National Geographic Bee, American Chemistry Society Contest, PTA Reflections Contest and the Regional Science Fair. Taylor Mill Elementary Academic team placed 1st in the District Governor's Cup Competition in 2001, 2nd in 2002 and 1st in 2003 and 2004; 3rd in Quick Recall in 2001 and 2nd in 2002; and 3rd in Quick Recall in the Regional Governor's Cup Competition in 2001, 2002, 2003 and 2004. In 2004, the Katherine Hume Award for Sportsmanship was also awarded to Taylor Mill's Academic Team.

## Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	72%	77%	82%
Average Years of Teaching Experience	12.2	13.5	11.9

## Our Learning Environment

### School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

### Procedures in Place in Our School for Drug and Weapons Detection

A safe learning environment is a high priority at our school. Our staff is trained in the handling of emergency and crisis situations. Designated staff members participate in the district-level crisis team. All outside doors are locked when school begins, and visitors are required to sign in at the office. All parents receive the district discipline code, and Taylor Mill School expectations are posted in each classroom and throughout the building. School-wide safety and drug prevention programs are implemented throughout the school year. Students receive drug prevention instruction through the DARE program.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

### Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4728	17:1	4.2:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

### How We Use Technology to Teach

At Taylor Mill Elementary, a variety of technology resources are used to enhance students' problem solving skills, extend learning activities and facilitate self-directed learning. All students have access to Accelerated Reader to supplement and enhance our reading program. A live news show is produced and presented by the students every day. The Internet is used to access remote information, support student learning and communicate with others in a variety of distant locations. Intermediate students have access to their own e-mail accounts. In addition to a 30-station computer lab, a computer on wheels unit is a resource available to the staff for instructional learning. Technology is also used to promote a positive attitude for life-long learning. Building-level Technology Resource Teachers support teachers through training and collaboration in designing instruction which maximizes learning through technology. Teachers reflect on their progress through POGAs, a tool to record and share their growth and achievement in using technology as a means to enhance student learning.

### Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	558	83	4	4250

Extracurricular Activities

Students at our school have the opportunity to participate in the following supplemental programs: Governor’s Cup and Academic Team competition, Literacy Night, Continental Mathematics League, Kentucky Junior Historical Society, Student Council, Intramural Sports, Fifth Grade Chorus, Student Technology Leadership Program (STLP), Building Youth Leadership Team, and the Beginning Leaders Conference. The students at Taylor Mill also participated in a school-wide field trip to Cincinnati Tall Stacks 2003 and Signatures in Space Program. Mrs. Dunlap’s fifth grade class sent items to a Special Forces team in Afghanistan. PTA-sponsored programs available to Taylor Mill students include PTA Reflections and after school art instruction.

Awards and Recognition

Atticus Gurley placed 1st in Math and Science for the District Governor’s Cup and 2nd in Math and 5th in Science for the Regional Governor’s Cup. Sarah Handlon placed 1st for Composition for the District Governor’s Cup and 2nd for the Regional Governor’s Cup. In the 14th District Reflections competition, Adam Muenchen and Sara Hall received the Award of Excellence for Literature; Hannah Griese, Michael Miller and Amber Casson received the Award of Merit for Literature; Zak Bailey received the Award of Excellence for Photography; Sydney Burris and Mitchell Harper received the Award of Merit in Visual Arts; Seth Hale received the Award of Merit in Self-Esteem and the poster contest winners were Sidney Burris and Kelcey Clinebell. At the NKU Science Fair, Adam Dewey received 1st place in Behavioral Science, Chris Baker received 1st place in Botany, and Krysten Saylor received 1st place in Microbiology.

What We Are Doing To Improve

Our current Comprehensive School Improvement Plan is focused on aligning the curriculum to the Kentucky Core Content and Program of Studies and developing curriculum maps that are aligned both vertically and horizontally in each content area. Professional development activities will focus on the effective design, development and use of open response questions to address Core Content standards and measure student performance. Student skills will be enhanced through utilization of the Four-Block Reading model at kindergarten through fourth grade. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used as a tool for early identification of struggling readers. As we continue our focus on the development of student writing skills at all levels, all teachers will participate in the scoring and analysis of 4th grade writing portfolios. Teacher skills will be developed to design and implement effective on-demand prompts for use in classroom instruction. Teachers will continue to implement the Everyday Math program as we work to develop and increase students’ math skills. The KETS Drama and Dance Toolkit will be used to provide instructional strategies in the area of arts and humanities. As we continue to implement our district-wide initiative, Leading as Learners, our emphasis in the classrooms will be on Clear Expectations, Academic Rigor and Accountable Talk. These strategies will be observed through the Learning Walk process, including all teachers.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Nancy Back, Parent	859 356 2566	Steve Stevens, Parent	859 356 2566
Lisa Beckelhimer, Parent	859 356 2566	Jackie Theissen, Teacher	859 356 2566
Monica Dunlap, Teacher	859 356 2566	Lois White, Assistant Principal	859 356 2566
Linda Hall, Teacher	859 356 2566		
Gayle Helmer, Principal	859 356 2566		
Vicki Kuhse, Teacher	859 356 2566		
Deb Moore, Parent	859 356 2566		
Carol Muzny, Teacher	859 356 2566		
Nicole Silva, Teacher	859 356 2566		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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NON-PROFIT ORG.  
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